DOCUMENT RESUME

ED 335 092 JC 910 389

AUTHOR Stolar, Steven M.
TITLE Non-Traditional Age Students: Attrition, Retention, and Recommendations for Campus Change.
INSTITUTION Cumberland County Coll., Vineland, N.J.
PUB DATE 3 Jun 91
NOTE 49p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Persistence; *Adult Students; College Planning; Community Colleges; Dropout Characteristics; Dropout Research; *Dropouts; *Enrollment Influences; Graphs; *Nontraditional Students; *Student Attitudes; Student Characteristics; Student Educational Objectives; Two Year Colleges; Two Year College Students

ABSTRACT

In 1991, a study was conducted at Cumberland County College (CCC) to examine the demographic characteristics, academic goals, attendance patterns, opinions about the school, and other relevant data about CCC's nontraditional age student population (i.e., students aged 25 to 55 years). In fall 1990, 1,147 nontraditional aged students were enrolled at CCC, representing 46% of the student body. In spring 1991, only 67% of this group (N=767) returned. Surveys were conducted of both continuing and non-returning with the non-returning students being contacted by mail and the returning students being surveyed in class. Study findings, based on responses from 168 non-returning students and 208 continuing students, included the following: (1) the non-returning students were predominantly white, female, and part-time attendees; (2) non-returning students were most satisfied with admissions, the quality of instruction in their major, the library, and registration procedures; and least satisfied with job placement services, financial aid, student activities, and tutoring services; (3) the most frequently cited reasons for not returning to CCC were "financial reasons," "conflicting job hours," "satisfied personal need," and "parenthood"; (4) the one service most requested by continuing students was a campus day care center; (5) continuing students requested extended evening hours for the bookstore, cafeteria, and other campus offices; (6) continuing students also requested a greater variety of evening course selections, more Saturday classes, and more telecourses; and (7) evening counselor availability, opportunities for social interaction, and the sale of used books in the bookstore were suggested student services. Graphs reflecting response frequencies and student comments are attached. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED335092

Non-traditional Age Students: Attrition, Retention, and Recommendations for Campus Change

Prepared by

Steven M. Stolar

Cumberland County College

June 3, 1991

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. M. Stolar

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC910389

BEST COPY AVAILABLE

Table of Contents

Recommendations for Campus Change to Enhance Services for Non-traditional Age Students 1

Profile of Cumberland's Non-traditional Age Student 2

Introduction 3

Part I. Mail Survey of Non-returning Adult Students 4

Table 1 - Reasons for Enrolling 5

Table 2 - Program Enrollment Distribution 6

Table 3 - Ratings of College's Programs and Services 7

Table 4 - Respondents' Reasons for not Returning to school 8

Part II. In Class Survey of Non-traditional Adult Students 10

Table 5 - Courses Visited for Data Collection 11

Table 6 - Single Parents, Child Custody and use of Day Care 12

Table 7 - Suggestions Concerning Extending Campus Office Hours 14

Table 8 - Suggestions Related to the Instructional Area 15

Table 9 - Suggestions Related to Student Services 16

Table 10- Suggestions Related to the Infrastructure and Facilities of the Campus 17

Table 11- Other Comments

Table 12- Workshop Topics Suggested by Non-traditional Age Students 18

Table 13- Attendance Patterns of Non-traditional Age Students 19

Conclusion 21

Students' Comments 28

Recommendations for Enhancing Campus Services for

Cumberland's Non-traditional Age Student Population

Keeping the institution's limited financial resources in mind, the following recommendations for change are presented that address issues relevant to our non-traditional age students.

I. The following recommendations could be implemented within the existing structure of the institution.
   a. Maintain evening book store hours Monday to Thursday between 5:00 to 7:30 pm throughout the fall and spring semesters.
      Note: This could be accomplished by shifting the operating hours of the facility rather than extending them.
   b. Identify an individual on campus to actively pursue funding for the construction of a campus day care center.
   c. Require all advisors to offer evening office hours and/or extend themselves to any of their students who need an evening advisement appointment.
   d. Offer more Saturday courses and more X-Y course sections.
   e. Ensure that campus lighting is maximized until 10:15 pm Monday through Thursday.
   f. Continue Saturday Library hours.

II. The recommendations in this section would require the assistance of a part-time counselor one or two evenings per week.
   a. Provide evening counseling services specifically for non-traditional age students.
   b. Start an organization for non-traditional age students sponsored by the Student Activities Board.
   c. Offer student development workshops and seminars for students in the evening.
   d. Utilize the college newspaper, The Voice, to promote issues relevant to this group of students, and generally to communicate to them on a regular basis.
   e. Continue to develop and monitor the data base on students age 25 and over initiated this spring.
   f. Facilitate the matching of needs of the adult student population with the services of the CCC Alumni Assn.

III. Provide evening cafeteria services Monday through Thursday from 5:00 to 7:30 pm.
   Note: A limited menu would be sufficient.

Cumberland County College

Non-traditional Age Student Profile

This spring 1991 semester 1078 students age 25 and over attended Cumberland County College. The typical student is female, 35.5 years of age, married with two children, white, and attends one course per semester, usually in the evening. She chooses Cumberland because of its location and availability of academic programs. Preparing for employment and improving job skills are her primary goals along with transferring after graduation. This student performs well at Cumberland maintaining a cumulative 3.0 GPA. Most often she enrolls because of knowledge she acquired about the college from a family member or friends, or from printed literature. Just four percent of the time she first spoke to a college representative prior to enrolling. Most frequently she is non-degree seeking, or in the Nursing Program, or anticipating admission to it. If neither of these, she would be a Liberal Arts/General or Business Administration major. Interestingly, these students occupy all curriculum areas but one, and there were 86 graduates from the group this spring.

Introduction

There were 1,147 non-traditional aged students attending Cumberland County College during the fall '90 semester. They represented 46 percent of the total student body. Of these, 767 returned in the spring, a retention rate of 67 percent, or put another way, an attrition rate of 33 percent. These figures are respectable considering the institution has not implemented recent retention efforts targeted specifically to this student population. It is the assumption of the current administration that these figures could be improved. In addition, as the enrollment of this cohort continues to increase, retention will become increasingly important to both the institution and its students.

The purpose of this investigation was to examine the demographic characteristics, academic goals, perceptions about the institution, attendance patterns, and other relevant data about Cumberland's non-traditional age student population (ages 25 to 55 years, also referred to as adult students). To accomplish this two surveys were conducted. A mail survey was implemented with responses from 168 adult students who did not return in spring from the fall '90 semester. In another, 208 adult students from 19 different sections were surveyed during class this spring '91 semester. In all, 376 non-traditional age students, 26 percent, enrolled during the 1990-1991 academic year had written input in this study.

Information obtained from this report along with other available data was used to develop recommendations to better facilitate the learning process of non-traditional age students at Cumberland County College.

Mail Survey of Non-returning Adult Students

Sampling Method

Three hundred and forty-seven (347) non-traditional age students did not return to Cumberland in spring '91 who had attended during the fall '90 semester. These students were targeted for this survey excluding all college employees. A survey form previously developed by the Office of Planning and Research (see attached) was mailed to each of these students. One hundred and seven (107) were returned after the first mailing (30.8%). A second mailing saw another 40 returned for a 42.5 percent response rate. At this time a third follow-up was conducted, this one by telephone. All remaining students were called and telephone contacts were made with 113 or 62 percent of the remaining students. This improved responses by 21 or 6 percent which boosted the total response rate for the mail survey to 48.3 percent, a total of 168 students. Nine students had moved since their enrollment and one was sent to the Middle East for military service.

Student Characteristics

The mean age of the students surveyed was 35.5 with a standard deviation of 7.1 years. Seventy-three (73%) percent were female, 62 percent were married, and 27 percent were single. Thirty-four (34%) percent of the adult students had no dependents; 42 percent had one or two dependents, and 20% had three or four.

The group was predominantly White--75 percent, while 14 percent were Black, and 6 percent Hispanic. Those with part-time jobs represented 68 percent of the population, and less than one percent reported being employed full-time. However, 14.7 percent were unemployed, 9 percent reported not being employed outside of the home, and 7 percent had never been employed.

The vast majority of these students attended part-time, 91 percent. Seventy-seven (77%) percent of the respondents reported that they were taking courses for credit and 23 percent were enrolled in non-credit or continuing education courses. This appears disproportionate since opportunities for non-credit instruction is limited although available. I would have expected a greater number of students taking courses for credit. Students' reasons for enrolling at Cumberland were varied, see Table 1.

Table 1

Reasons for Enrolling at Cumberland

	N	%
To prepare for future employment	42	25.5
To improve skills useful in present job	36	21.8
To prepare for further education at a 4-year college	31	18.8
To satisfy personal interest in specific area	28	17.0
To open the opportunity to be with other people	-	-
To supplement a 4-year college program	7	4.2
Other	20	12.1
Did not respond	4	
	168	100.

Degree Status

Degree seeking students were evenly divided between the Liberal Arts and Sciences (n=51) and the Applied Science Degree areas (n=51), roughly 36 percent each. However, if you take into account 14 students enrolled in Liberal Arts - Interested in Nursing, these figures become weighted toward the career fields 26 percent to 46 percent. Twenty-four (24) students or 17.2 percent were enrolled as non-degree students, and 13 or 9.3 percent were undeclared (degree seeking).

Regarding the enrollments of students in individual majors,

Liberal Arts - General was the most popular with 21 students (15%). Second was Liberal Arts - Nursing with 14 or 10 percent, and third was the Nursing Program itself (n=12, 8.6%). See Table 2 for a complete rank order of program selections of the adult students.

Table 2

Academic Program Enrollment of Non-traditional Age Students

Degree Program	Number	Percent
1. *Non-Degree	24	17.2
2. Liberal Arts - General	21	15.1
3. Liberal Arts (Interested in Nursing)	14	10.0
4. *Undeclared (Degree Seeking)	13	9.3
5. Nursing	12	8.6
6. Liberal Arts (Interested in Education)	8	5.7
7. Accounting	6	4.1
8. Computer Information Systems	5	3.5
9. Business Administration/Pers. Mgt.	4	2.8
10. Community Service	4	2.8
11. Liberal Arts - Business Administration	3	2.1
12. Industrial Technology	3	2.1
13. Legal Assistant	3	2.1
14. Ornamental Horticulture	3	2.1
15. Liberal Arts - Pre Engineering	2	1.4
16. Early Childhood Education	2	1.4
17. Marketing Management	2	1.4
18. Office Systems Technology	2	1.4
19. Radiography	2	1.4
20. Liberal Arts	1	0.7
21. Liberal Arts (Interested in Radiography)	1	0.7
22. Law Enforcement	1	0.7
23. Industrial Supervision & Management	1	0.7
24. Office Systems Technology	1	0.7
25. Plastics Technology	1	0.7
* Not actual degree programs	139	100.0

Twenty-nine students or 17 percent did not respond to this question. However of the 82 percent who did, they appeared to be distributed across the curriculum in a manner similar to college wide population with a few exceptions. These exceptions would be an under representation in Liberal Arts - Business Administration, and an over representation of Non-Degree students.

Perceptions of the Institution

Students were asked the following question: How well did each of the following Cumberland County College programs or services meet your individual needs? The results are presented below in Table 3.

Table 3

Rating of College Programs and Services

Service	Value Rating in Percent						
	poor	fair	average	good	excellent	didn't know	knew of but didn't use
Academic Advisement	4.5	12	14	27	11	4	27
Admissions	1	8	19	47	17	1	6
Counseling	3	9	13	19	12	4	40
Financial Aid	7	1	1	3	11	5	71
Job Placement	9	2	2	2	2	13	71
Library	1	2	10.5	30	22	1	34
Registration	4.5	7	20	42	19	--	8
Student Activities	4	3	11	11	5	1	64
Instruction in Major	7	2	14	34	28	3	9.5
Tutoring	8	2	5	12	6	4	63
Learning Lab	5	4	5	25	19	5	37

* Percents may not add to 100 due to rounding.

Students were most satisfied with admissions, the quality of instruction in their major, the library, and registration procedures. On the other hand, they were the least satisfied with job placement, financial aid, student activities, and tutoring services. Regarding financial aid services, it should be added that in addition to only 14 percent rating the service as good or excellent, 71 percent of the respondents stated that they did not use the service. Had more used the service positive ratings may have increased. Also, 71 percent did not use the job placement service; 64 percent did not participate in student activities, and 63 percent did not receive tutoring. The presence of these services appears to be fairly well known among the adult student body. With the exception of the Small Business

Assistance Center (job placement) fewer than 5 percent of the students were unaware of any of these services. Ninety-five percent (95%) of the adult student body is aware of the student services available on campus. In addition, a large proportion of the same students do not use these services.

Why Students Left Cumberland

Students were asked to indicate their reasons for not re-enrolling. The question read: Following is a list of possible reasons for not re-enrolling. Please rank the top three reasons why you did not re-enroll. Use 1 for the most important reason, 2 for the second most important reason, and 3 for the third most important reason. See table 4 below for a summary of the responses.

Table 4

Respondents' Reasons for Not Returning

Reason for Not Returning	Most Importance #	Most Importance %	2nd in Importance #	2nd in Importance %	3rd in Importance #	3rd in Importance %
Satisfied personal need	21	13	4	4	1	1
Found a related job	1	1	5	5	1	1
Transferred to a 2-year college	2	2	2	2	-	-
Transferred to a 4-year college	3	3	1	1	-	-
Currently enrolled in a 4-year col.	2	2	1	1	-	-
Financial reasons	35	22	15	14.5	8	11
Conflicting job hours	18	11.5	24	23	12	16
Parenthood	7	4	9	9	8	11
Child care problems	6	4	2	2	5	7
Personal/family illness/injury	13	8	2	2	3	4
Transportation problems	-	-	-	-	1	1
Change in residence	2	1	2	2	-	-
Attendance problems	1	1	3	3	4	5
Grade problems	3	2	4	4	3	4
Difficulty in adjusting	3	2	8	8	3	4
Lack of self-confidence	-	-	-	-	6	2
Lack of support from family/friends	2	1	1	1	2	3
Lack of College, peer support	-	-	-	-	-	-
Lack of support from instructors	3	2	3	3	1	1
Dissatisfied with course offerings	3	2	5	5	7	9
Dissatisfied with course content	1	1	2	2	1	1
Dissatisfied with instruction	4	2.5	2	2	1	1
Dissatisfied with advisement	-	-	-	-	3	4
Other	26	17	8	8	5	7
Totals	156	100*	103	100*	75	100*

* Percents may not add to 100 due to rounding.

A total of 334 first, second, and third place responses were provided. Fifty eight (n=58, 17.3%) of these were in the area of (a) financial reasons, the most frequently cited reason for not returning, followed by (b) conflicting job hours (n=54, 16.1%), (c) other (n=39, 11.7%), (d) satisfied a personal need (n=26, 7.8%), (e) parenthood (n=24, 7.1%), (f) personal/family illness/injury (n=18, 5.4%), (g) dissatisfied with course offerings (n=15, 4.4%), and (h) difficulty in adjusting (n=14, 4.2%).

It is interesting that financial reasons were the most frequently

cited cause for leaving the institution, and 71 percent of the same students reported never having used the Financial Aid Office (see Table 3).

In general, the causes for leaving the institution are varied as one would expect. Some of these are out of the control of the institution to impact through retention efforts (i.e., pregnancy, personal/family illness/injury, transfers, child care, returning to work, and change in residence). However, others lend themselves to be addressed by the institution.

In Class Survey of Adult Students

Sampling Method

Survey data was solicited from 208 non-traditional age students enrolled at Cumberland County College during the Spring '91 semester. The Computer Center generated a report identifying all adult students enrolled by course section. Classes with the highest proportions of students over 24 years of age were identified. This researcher visited 19 course sections, six of which were day classes and 13 evening classes, all arranged with individual professors. Table 5 below identifies the sections visited.

Table 5

Courses Visited for In Class Survey of Adult Students

	Course	Section	Number
1.	Accounting	03	7
2.	Art Appreciation	02	28
3.	Anatomy and Physiology	01	11
4 to 7.	Anatomy and Physiology	01, 02, 03, 04	42 *
8.	Introduction to Business	02	9
9.	Recruitment Interview & Selection	01	8
10.	Data Processing Applications	01	4
11.	RPG	01	7
12 & 13.	Intro to Microcomputers	08, 09	28
14.	English Comp	13	17
15 & 16.	Intro to College Math	03, 04	16 *
17.	Human Growth and Development		12
18.	Physical Science		12
19.	Effective Speech	03	7
		Total	208

* Class was scheduled during the day.

At each class the researcher identified himself and explained his purpose there with the following statement:

> "I have been requested by our college president and dean of students to obtain some information from our students age 25 and over. We realize that the student services available on campus may not fully address the needs of our adult student population. Over the past several years our student body has transformed. We have a large number of students over 24 years of age who are employed full or part-time, who have families, and who attend school primarily in the evening. Your needs and interaction with the campus are markedly different from the traditional student just out of high school. Dr. Chapdelaine brought with him to Cumberland a priority to more fully address the needs of our adult student population. However, before developing a program to address your campus needs, we would like for you to tell us what they are. If you could complete this form, your comments will be considered collectively and used in the development of some new services which should appear next year on a part time basis".

Both the full-time and adjunct instructors were very cooperative in permitting class time to be used for this purpose. Frequently, students of all ages engaged in lengthy discussions concerning the campus services in addition to completing the survey. There appeared to be sufficient enthusiasm concerning the survey and many students expressed their dissatisfactions and compliments about the college.

Student Characteristics

One-hundred and sixty-four (164, 79%) females and 44 males (21%) completed the survey for a total of 208 participants. All students were age 25 or older. Fifty-eight (58) or 28 percent of the students were surveyed during day classes, and 150 or 72 percent during the evening.

Results

Parenthood

The survey form (see attached) contained eight questions, three of which dealt with single parenthood and their use of day care services. Table 6 summarizes the results of questions 3 through 5 of the survey.

Table 6

Distribution of Single Parents, Child Custody, and Use of Day Care

Question	Yes n	Yes %	No n	No %
3. Are you a single parent?	55	26	153	74
4. If you are a single parent, do you have custody of your children/child?	45	76	14	24
5. Do you use day care services?	36	23	121	77

Fifty-five (55) or 26 percent of respondents indicated they were single parents; roughly one quarter of our adult student population are single parents. Although there were some discrepancies in the number of students who responded to question number 4, we can infer that 76 percent of our single parents do have custody of their children. Of those who responded to question number 5 (n=157), 36 or 23 percent indicated that they currently use day care services.

Campus Services and Facilities

Survey question 6 inquired about campus services and asked students to offer up to five suggestions for change to facilitate their educational experience. Results from this item were summarized in a qualitative manner as five separate categories emerged (See Tables 7 to 11). The single most suggested service/change was a campus day care center cited by 83 students. This was treated as a separate sixth category so not to bias any one of the other five. The categories that emerged were:

Category	Number of Responses
1. Suggestions identifying campus offices for extended hours of service.	118
2. Suggestions related to the instructional area of the institution.	114
3. Suggestions related to student services division of the institution	91
4. Suggestions related to the infrastructure or facilities on campus	39
5. Other - general	18
6. Day care	83
Total	463

Each student was permitted to make up to 5 suggestions, but only one suggestion for the same service was acceptable from an individual student.

Campus Offices

Students want extended evening hours of operation for a variety of campus offices, particularly the Trojan Book Store and the College Cafeteria. Several students (n=28) commented on their inconvenience in not being able to obtain food on campus between work and class. This item also relates to the top item in Table 10 in which 10 students expressed a need for more snack, juice or coffee machines in the Academic Building. Although the book store remains open during the evening early in the semester, there was a strong interest in having

access to it throughout the semester. However, this may be related to the book store's sale of crackers and candy as much as to books and supplies (See Table 7).

Table 7

Suggestions Concerning Campus Offices - Extended Hours

Office	Number of Suggestions
1. Book store	30
2. Cafeteria	28
3. Library	18
4. Learning Lab	11
5. Financial Aid	11
6. Registration	8
7. Evening Administrative Services	6
8. Academic Labs	5
9. Project Assist	1

Instructional Area

Students had the greatest variety of concerns (n=25) for the instructional area. Three categories represented 63 percent of the suggestions. These were: (a) a greater variety of evening course selections (n=43); (b) more Saturday classes (n=21); (c) more telecourses (n=8).

Other suggestions included offering nursing courses or clinical experiences in the evening (n=5), more access time on personal computers (n=4), and more College for Kids courses (n=4). Two students suggested offering Kids' courses concurrently with evening classes to eliminate extra trips to campus and to use the course as a babysitting vehicle (See Table 8).

Table 8

Suggestions Related to the Instructional Area

	Suggestion	Number of Suggestions
1.	Greater variety of evening courses	43
2.	More Saturday classes	21
3.	More telecourses	8
4.	Nursing courses/clinical in evening	5
5.	More access time on personal computers	4
6.	More courses for Kids	4
7.	Offer CLEP exams on campus	3
8.	Offer all degree courses at night	3
9.	More courses offered in 1 1/2 hour slots	3
10.	Identify TBAs	2
11.	More classes between 3:00 to 5:00 pm	2
13.	Better orientation for adults	2
14.	Keep same text books longer	2
15.	More courses offered in three hour slots	1
16.	More swing shift (x, y) courses	1
17.	Smaller classes	1
18.	Independent study courses	1
19.	ELS courses offered during the day	1
20.	Fewer lab requirements	1
21.	More vocational studies	1
22.	More lectures and fewer movies	1
23.	Larger art department	1
24.	Inform students personally of lab times	1
25.	Fewer adjunct professors	1
	Total	114

Student Services

Regarding student services, evening counselor availability (n=25), evening advisor availability (n=14), opportunities for social interaction i.e., club or student organization (n=10), the sale of used books in the book store (n=8), the opportunity for evening exercise or aerobics (n=5), and regular theater trips (n=5) represented 74 percent of the suggestions made.

There was relatively little concern regarding transportation issues among these students (n=4) (See Table 9).

Table 9

Suggestions Related to Student Services

	Suggestion	Number of Suggestions
1.	Provide evening counseling	25
2.	Provide more evening advisement	14
3.	Social opportunities/club for older students	10
4.	Sell used books in the book store	8
5.	Evening exercises/aerobics, etc.	5
6.	Theater trips	5
7.	Field trips	4
8.	Tuition payment plan	4
9.	Transportation	4
10.	Better campus security	2
11.	Special events on weekends	1
12.	Singles group	1
13.	More campus jobs	1
14.	Latch key program	1
15.	Sports	1
16.	Greater variety of seminars	1
	Total	91

Campus Facilities

Students feel that the academic building should be better equipped with vending machines (n=10). Although the Student Center contains an assortment of vending items, students feel that the Arts and Sciences Building should as well. There was also an expressed interest in the quality of the food in these machines. The second highest comment was the availability of parking in the evening (n=9). Five students felt we need a campus directory, and 4 requested a quiet study area other than the library.

One student wrote concerning the recent ban on campus smoking--"Smoking on campus - night students never got a vote". This comment somewhat captures the feelings expressed by many of our nontraditional age students I spoke with during the data collection process. They feel that Cumberland is a college that operates during the day, but we just happen to stay open in the evening in case anyone wishes to take a

course then. Many of them feel frustrated and helpless about this, and many would like to do something about it. But the reality is that they are just too busy with their personal lives and their jobs to do anything more on campus than go to class (See Table 10).

Table 10

Suggestions Related to the Infrastructure and Facilities of the Campus

	Suggestion	Number of Suggestions
1.	Snack/coffee/juice machines in Academic Bld.	10
2.	More parking space	9
3.	Campus directors	5
4.	Inside smoking area	4
5.	Quiet study area	3
6.	Better campus lighting	2
7.	Free local telephone service	2
8.	Lockers	1
9.	Campus housing	1
10.	Better campus chairs	1
11.	MAC machine on campus	1
	Total	39

General Comments

A category of responses was created for those unrelated to any of the above areas. Ten different comments were expressed here. However, the only one identified more than once was related to campus communications. Evening students feel the need to be better informed about campus services, student activities, financial aid, and generally the same information that day students have access to (See Table 11).

Table 11

Other - General Comments

	Suggestion	Number of Suggestions
1.	Better campus communications	9
2.	Start classes earlier in the day	1
3.	More displays throughout the campus	1
4.	Stream lined charge back process	1
5.	Longer classes, shorter semester	1
6.	Information hotline	1
7.	Personal products in ladies rooms	1
8.	More Cape May County classes	1
9.	More co-op opportunities	1
10.	Student elections/nominations in the evening	1
	Total	18

Day Care

The most abundant response among all suggestions made was that of the need for a campus day care center (n=83). Forty percent (40%) of the students surveyed mentioned this need. Many also expressed their concerns for well qualified and trained individuals who would work there, and that the center be open at all hours class is in session.

This researcher is reluctant to prepare any campus plan for enhanced student services for our non-traditional age student population that does not include a day care service. It would almost appear as though a day care center alone would greatly assist nearly half the target population to achieve their educational goals.

Workshop Topics

Students were asked: If the college were to offer seminars, workshops, or bring guest speakers on campus to address adult student needs, what topics would be of interest to you? The responses our students made to this question were most similar to the topics relevant to most other non-traditional age students. The top twenty topics suggested were (See Table 12 below).

Table 12

Workshop Topics Suggested by Non-traditional Age Students

Topic	Number
1. Stress management	21
2. Time management	20
3. Managing job family and school	20
4. Study skills	15
5. Obtaining financial aid and scholarships	12
6. Careers for today and tomorrow	14
7. Health care issues	10
8. Managing personal finances	9
9. Employment and age	7
10. Business management	6
11. Computers	6
12. Seminars to supplement the curriculum	5
13. Job opportunities in Cumberland County	4
14. Financial investments	4
15. College credit for experience	4
16. Raising children - parenting	4
17. Business careers for women	3
18. Mid-life career changes	3
19. Tax tips	3
20. Transfer opportunities	3

Adult Student's Attendance Patterns

In a separate part of this semester long research project another question was addressed. When do non-traditional age students attend class at Cumberland County College? The report which identified adult students in respective class sections was used to construct a table of class enrollment per half-hour institution wide. These frequencies were plotted in bar graph form which were constructed for each class day (See Figures A to F). Frequencies contain enrollment data from on and off campus courses with the exception of (a) nursing courses, (b) radiography courses, (c) all science and computer labs, and (d) desk top publishing. College employees were included in the data providing they met the age criterion.

Although there are fewer class hours and a more restricted variety of courses available during the evening, attendance of adult students

is greater during the evening than during the day time hours.

	Monday	Tuesday	Wednesday	Thursday
Day group	1010	1334	957	1337
Evening group	1196	1560	1339	1423

* Day group classes between 8:00 am and 5:25 pm
* Evening group between 5:30 and 9:50 pm

Attendance patterns were further examined by placing adult students into one of four groups, these were:

Group

A. Day Students - attended all classes between 8:00 am to 5:25 pm Monday to Friday
B. Night Students - attended all classes between 5:30 to 9:50 pm Monday to Thursday
C. Saturday Students - Attended classes only on Saturday
D. Splits - Attended classes in any combination of the above groups

Table 13

Attendance Patterns of Non-traditional Age Students

Group	n	%
Day Students	361	33.49
Night Students	433	40.17
Saturday Students	33	3.06
Split Students	251	23.28
Totals	1078	100.00

* These figures represent an unduplicated head count of students.

Although non-traditional age students appear to have a clear preference for evening classes, there are still more than a third who attend only during the day. I would speculate that a large percentage of the daytime attendance represents Nursing students, and those interested in the Nursing Program who are attending science courses and other program requirements during the day.

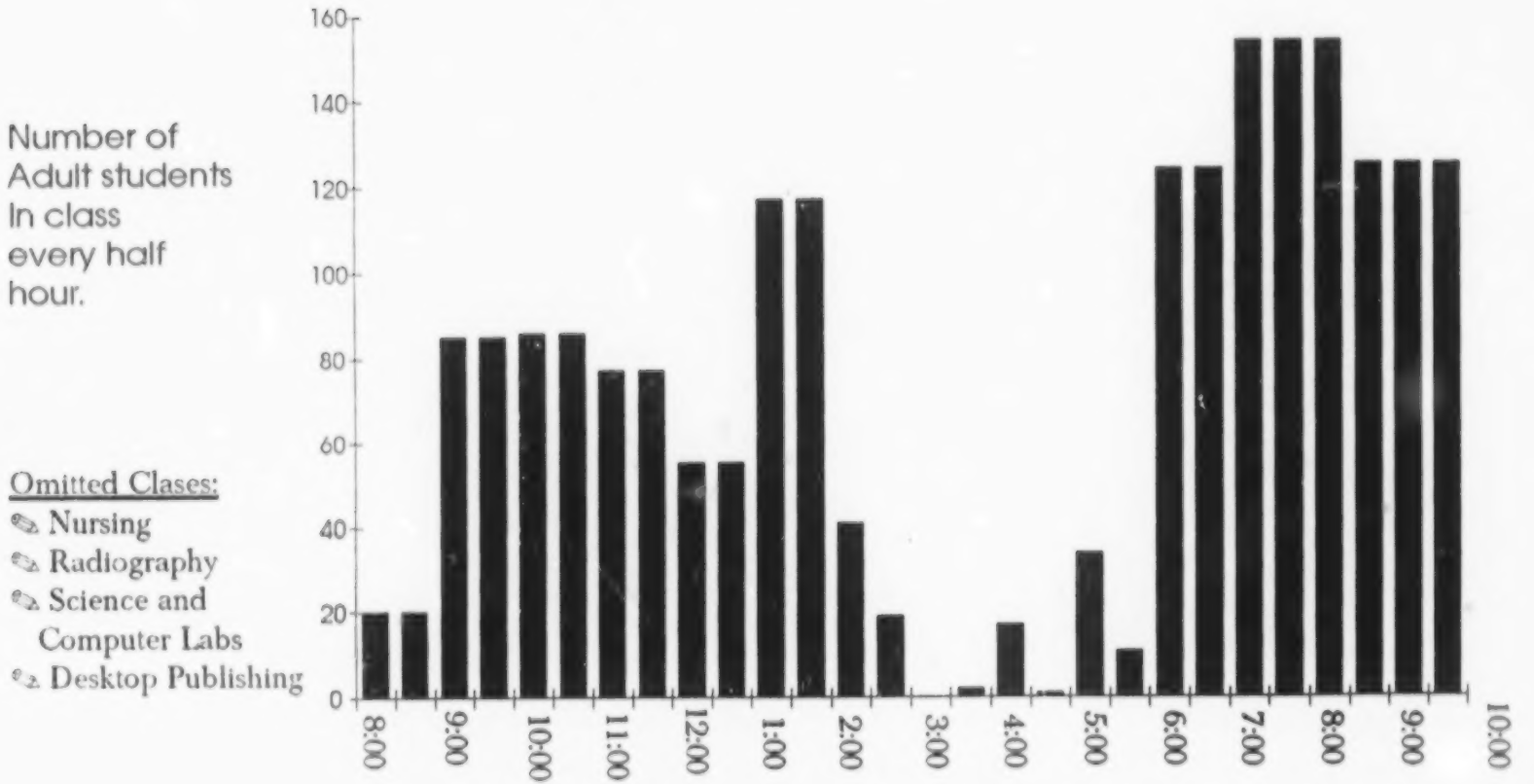
Conclusion

The final objective for this project was to bring students together on campus to discuss their needs, their campus, and their education. This was accomplished for the most part during the data collection process of the in-class survey. In addition to these discussions Dr. Nancy Ashton from Stockton State College was on campus on April 18th and presented an address entitled Problems and Solutions for Non-traditional Age Students. The event was attended by over forty students who shared a sense of optimism that the institution was making a sincere effort to address their needs.

Figure A

Class Time Distribution of Nontraditional Age Students at Cumberland

SPRING 1991 MONDAY



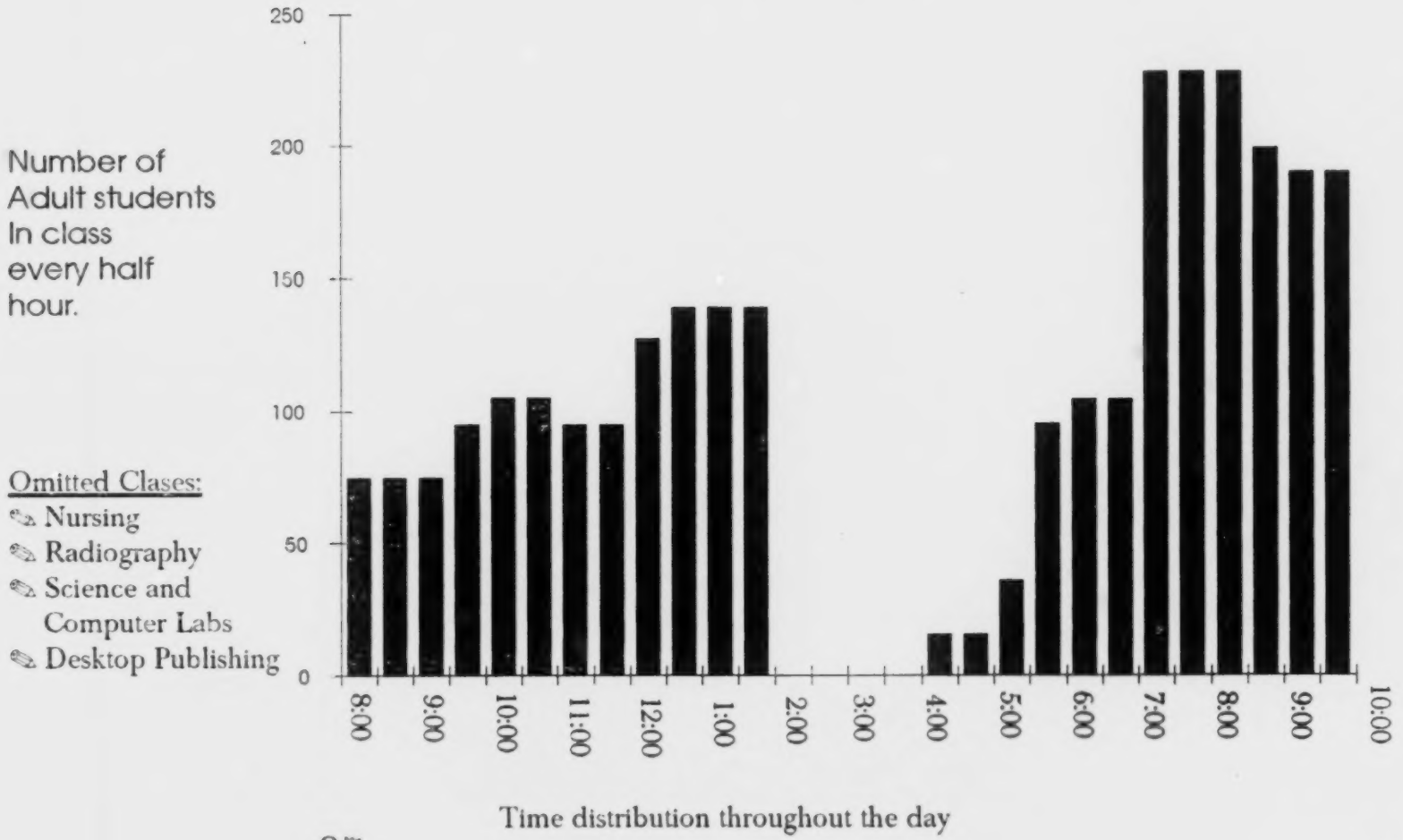
Omitted Clases:

- Nursing
- Radiography
- Science and Computer Labs
- Desktop Publishing

Figure B

Class Time Distribution of Nontraditional Age Students at Cumberland

SPRING 1991 TUESDAY



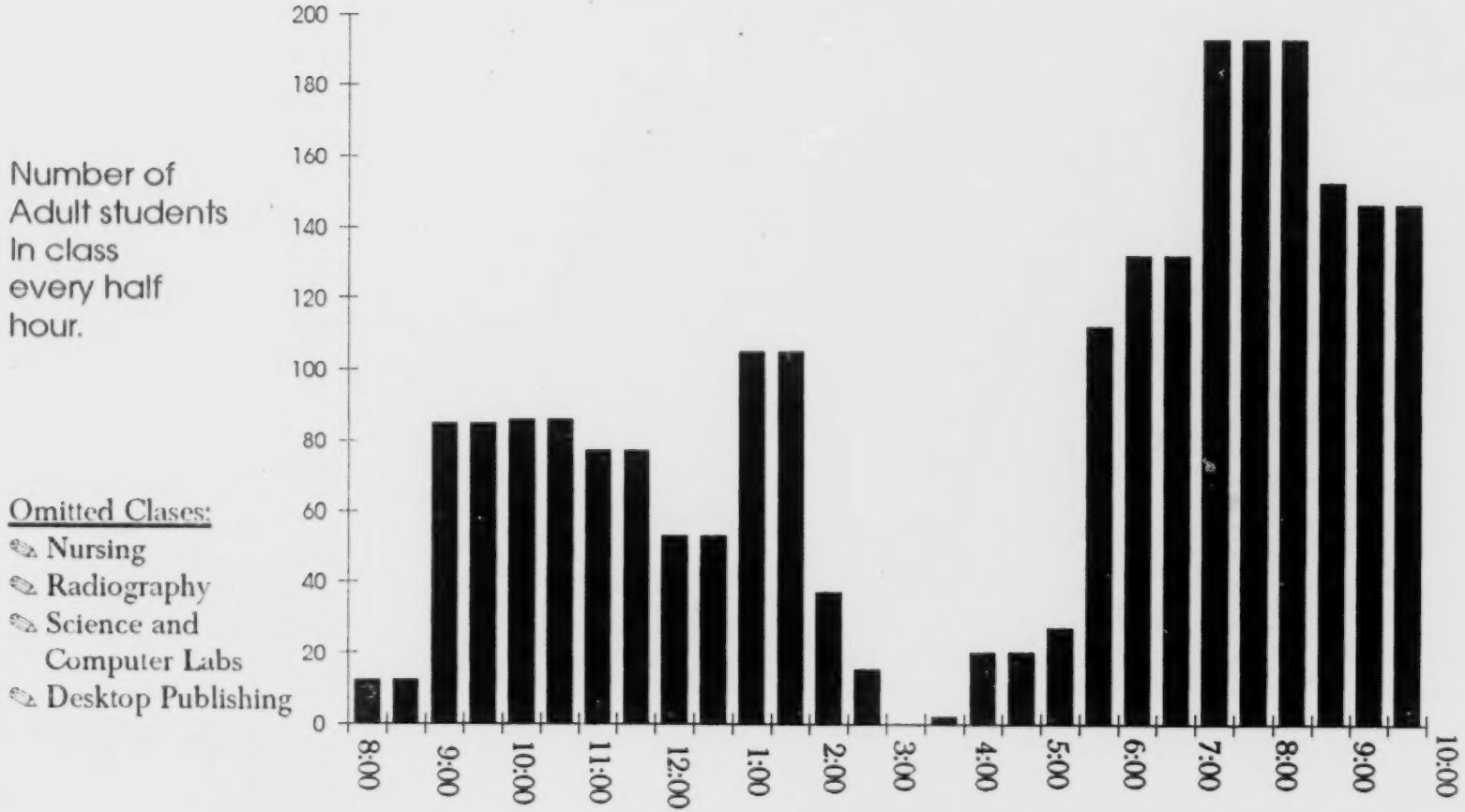
Omitted Clases:

- Nursing
- Radiography
- Science and Computer Labs
- Desktop Publishing

Figure C

Class Time Distribution of Nontraditional Age Students at Cumberland

SPRING 1991 WEDNESDAY

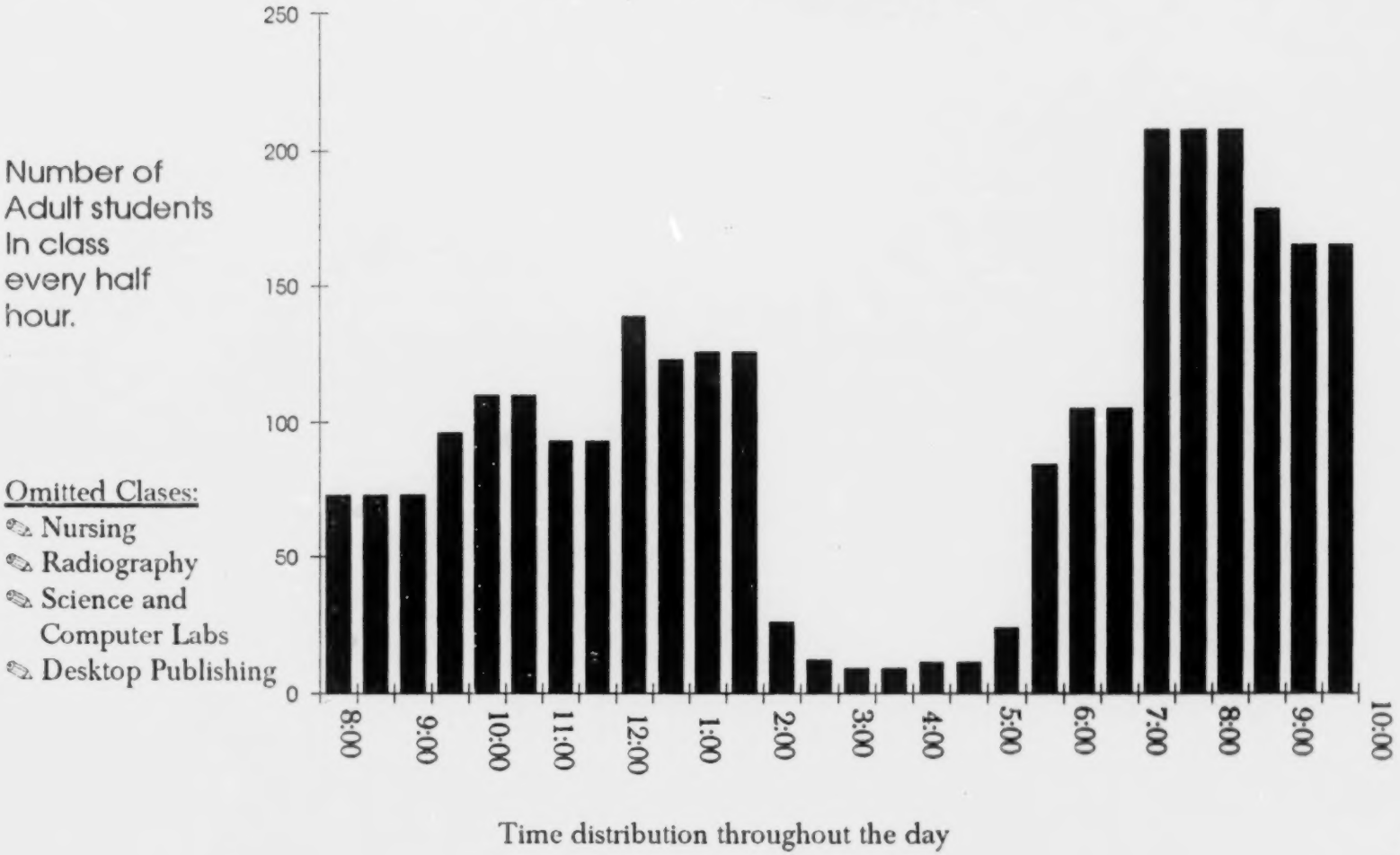


Omitted Clases:
- Nursing
- Radiography
- Science and Computer Labs
- Desktop Publishing

Figure D

Class Time Distribution of Nontraditional Age Students at Cumberland

SPRING 1991 THURSDAY



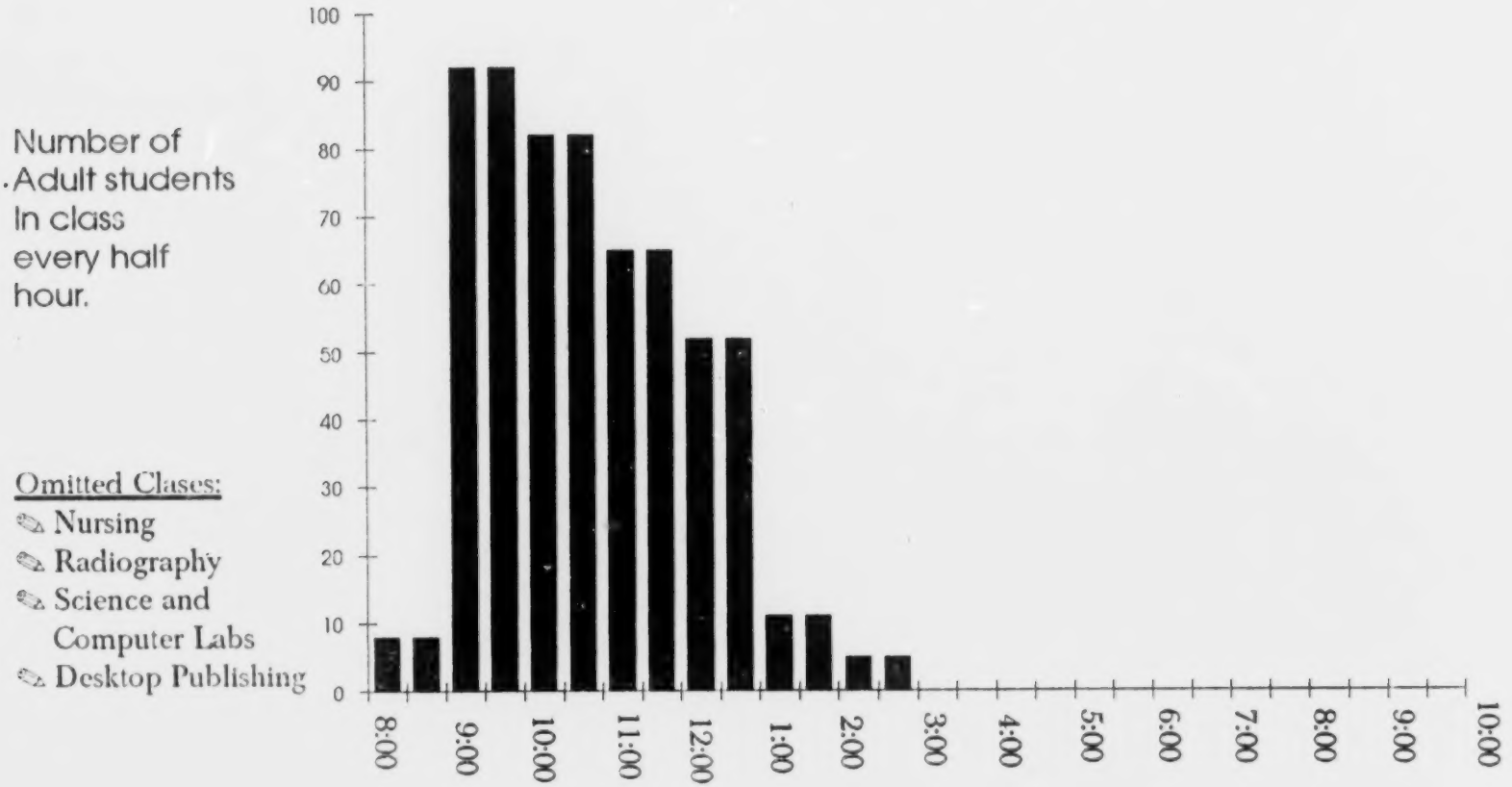
Omitted Clases:

- Nursing
- Radiography
- Science and Computer Labs
- Desktop Publishing

Figure E

Class Time Distribution of Nontraditional Age Students at Cumberland

SPRING 1991 FRIDAY



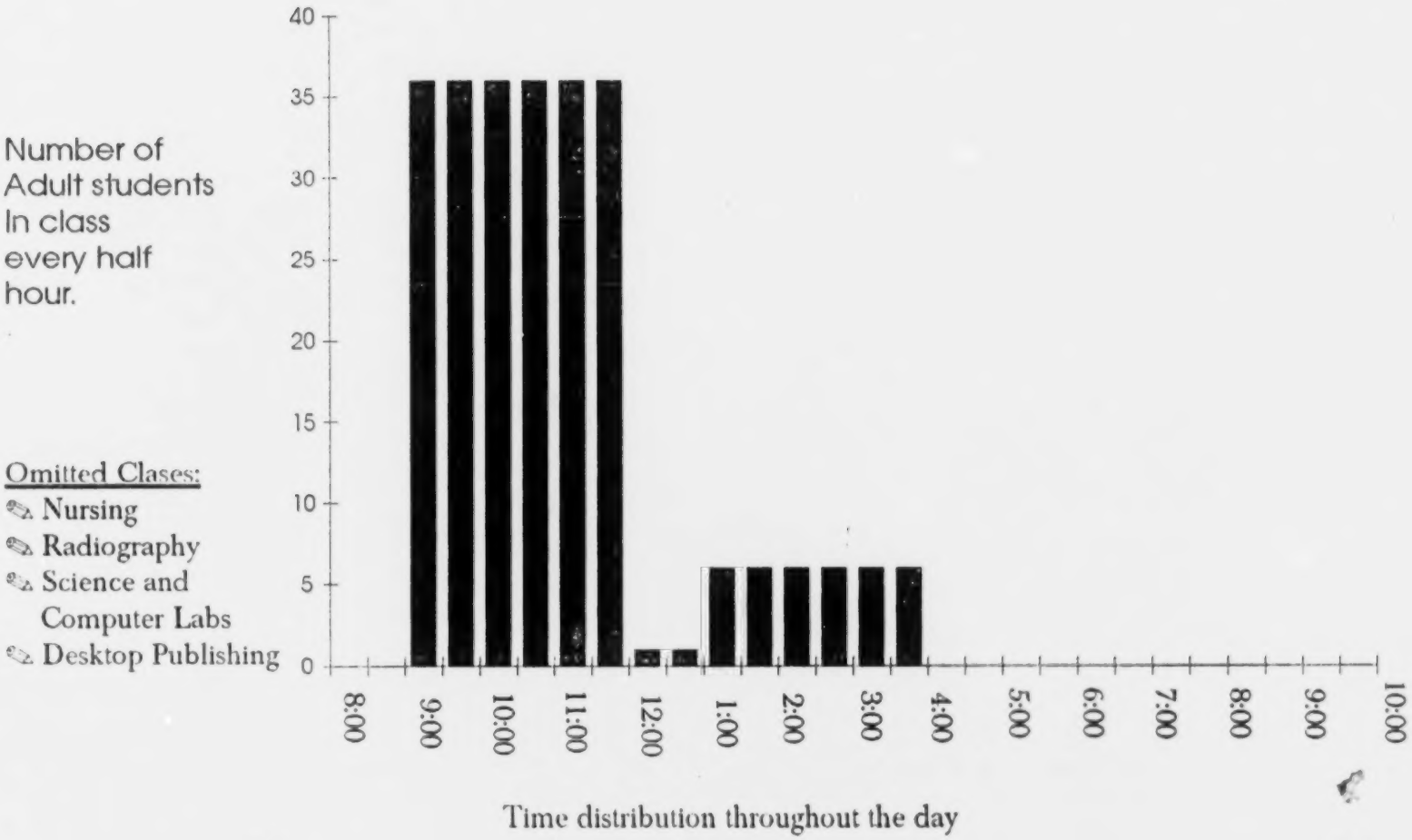
Omitted Clases:

- Nursing
- Radiography
- Science and Computer Labs
- Desktop Publishing

Figure F

Class Time Distribution of Nontraditional Age Students at Cumberland

SPRING 1991 SATURDAY



Omitted Clases:
- Nursing
- Radiography
- Science and Computer Labs
- Desktop Publishing

Spring 1991
Survey of Nonreturning Students

Comments:

1. I would like to start back to school, but don't know how to go about it.
2. I am very angry. I was not told that I was failing the clinical part of Nursing 205 until four days before the finals. I had a C+ average and all I needed was a C on the finals to pass. I became very disappointed and frustrated. I would like to come back and repeat NU 205 in the fall. I know I will do much better, but I was told by the secretary that there is no guarantee that I will be reaccepted because there is not enough slots. Please help me I am a single parent. I desperately want to finish my nursing degree so that I can support myself and family adequately. I need to complete NU 205, NU 206 and Trends and Issues in order to graduate.
3. I could not keep up a full time job, two kids, and a household while I was pregnant and go to school. I fully intend to return to school at least part time again this fall.
4. Computer two course, Math 100 and Intro to Computer in the fall semester of 1990 and enjoyed them both. Plan to enroll in the summer semester for Math 101.
5. I do want to return in the fall, but I have to decide if I wish to remain in Marketing or change to legal. Once I decide what I want do, I will make an appointment with an advisor. I'm sorry for my procrastination in replying to your survey.
6. As usual, middle income gets caught in the middle. I make too much to qualify for grants but not enough to pay my bills and for college.
7. I hold a Bachelor degree in Business Administration and in Puerto Rico I was a certified business teacher. I would like some advice as to how to go to become a Spanish or math teacher, and what to do to obtain the certification in either fields. I would love to return to college.
8. If there is any financial aid available for part time students please let me known or send me some literature. Thank you.
9. I did not enroll this semester of 91 due to the fact I have to first get the medicinal treatment that I need for my neck and I believe once I finish receiving my medical treatment my mind will be free to continue my education at CCC.
10. I am presently attending Bridgeton Adult Ed. Program. Maybe after obtaining my G.E.D. I will consider coming back for courses at CCC. I really didn't have confidence in my self at the time. I have been out of school for 30 years, I only wanted to improve my reading abilities. I really had a complex when I was told by my instructor that I did not write my own book report. She felt I was capable of doing the report. This made my again feel that I was lacking the confidence I needed. At my age, cheating would not do me any good. I was there to learn, not to cheat. In my opinion I would never advise any

student to go with an adjunct teacher. They don't take time with the students. Thank you.

11. Hope to return in Fall '91 to CCC.
12. I signed up for English but could not take it because I hadn't taken basic skills test. I said I was attending Edison College and had a waiver but, because I didn't have it with me, I couldn't take the course. I had originally planned to take English I and II. Instead I passed Eng I and II cutting out two semesters. I have learned that researching the courses you need and eliminating unnecessary time spent in the classroom is very important to the mature student. I feel that many more people would attend college if the obstacles of basic skills testing and remedial classes were given to only those who needed them. Also, if the advisors were focused on the mature students needs, it would be very helpful. The classes I took at Cumberland were very informative and the professors were completely competent.
13. I feel I can only come back to school when my family and money is okay. I'd like to also say it kind of hard for me to be proud because I have B average. I couldn't be placed on the dean list because I am part-time. You see I have to take part-time course. I have a learning disability but I am getting B so come on give us recognition. Put us on the dean's list I'd sure love it.
14. Instructors would work with students and should not assume that, if they show or teach you something once you should know it.
15. Four hour class on Saturdays, too much rush and cramming, no prerequisite referred. Bookkeeping should have been a prerequisite - 1 1/2 the class should it before - we worked at their pace my instructor was aware busy schedule. I missed three classes and received a non-transferrable grade! The only extra help available was after class on Saturdays! Five hours straight? Impossible. If there is any chance of getting a higher grade please let me know. WM. Pikoucky.
16. Plan on taking summer courses and registering in the fall. I still would like to have Dr.Chapdelaine as my advisor if possible. Thank you, Karen.
17. I would have liked to have become more involved in student activities, but there wasn't much about any activities posted.
18. Was working full-time while attending Cumberland. Recently went to part-time because of commuting involved. I wish I could finish at Cumberland but the curriculum is not offered. Will be back in the fall for Micro 101. (Four of my credits were not accepted at Camden College. I enjoyed my stat at Cumberland. Thank you, Tonya Champion.
19. Plan to re-enroll for summer session 1991!
20. I enjoyed my semester at CCC very much. I hope, depending on my employment situation this summer, to take more classes in Accounting and Business, eventually towards a degree.

21. I was able to attend Gloucester county LPN program for one year. They offer night classes in their Nursing program to better meet my needs. I am graduating this May. Thank you.

22. I did not leave Cumberland. I had major surgery in January, and I fully intent to return for a summer course. I enjoy college. Thank you.

23. I really liked going to college, even though I was in basic reading basic English. I passed the two courses with a A & B grades, but I didn't really score high on the basic skills test. I wish I scored 165, but instead I scored 151 and 153 after completing the two courses I took. I really don't think I would have passed this semester with the scores I needed to prepare me for Office Technology. I had a tutor and I went to the learning lab often. I really wish C.C.C. had a better way to prepare students to pass the basic skills test. I have been out of school for eleven years, an I have forgotten alot.

24. Plan to return this summer.

25. At the present time I am only interested in certain courses in horticulture when they are being given. I am currently concentrating on courses at Longwood Gardens. I should change my status to non-degree since I will only be taking courses of particular interest to me.

26. I would like to see more computer training offered as non-credit, one-two sessions on weekends and evenings similar to what you're doing this semester. I did sign up for one.

27. It would be nice to see Cumberland offer a nursing program for LPN's who work daytime and can only attend nursing classes in the evenings or weekends. Such classes already exist in Gloucester County College. Where I plan to attend after completing my required courses. If there is any chance of this happening I would be most interested in completing my career at CCC. Thank you, Janet Luciano.

28. I felt my two years at CCC were very important. I originally attended CCC from 1980-82, but cut back in student loans made me leave then. If things don't work out at Stockton, I will finish my Associates Degree there.

29. I first started Radiology two years ago. I got a D in one course because of health problems and a new baby. I resubmitted to the radiology dept. to repeat my first year. My instructors treated me and other students like shit and were ill informed on many things and I feel we were not welcome back. We both failed worse than the first time and I blame this all on the instructors. I feel we were squeezed out of the program that I truly want to complete.

30. I would like to see more summer courses available. Especially in the computer fields.

31. I would really like to return to college for the fall 1990 semester. There are two problems and possible child care. there never seems to be enough many for college after all the bills, taxes, mortgage, etc. are paid. When I applied for

financial aid at the college they act like they cannot give you the ime of day because you are a middle income family. They make you feel you should sell your house before you should ask for financial aid. The young middle class family has the hardest time going to college.

32. When I enrolled in the Fall 1990 semester, I had been out of high school for 10 years. I found returning to school to be very difficult, but also very challenging and rewarding. I fully intend to re-enroll after my baby is born - possibly spring 1992 semester. (Baby is due September 1991 - too late for fall enrollment).
33. I was unable to find a course to fit my needs and availability.
34. I didn't enroll in the Spring of 1991 for financial reasons only 147.00 for tuition is okay. But the price charge for text books is outrageous. How can text and workbooks add up the same price as the tuition? Something needs to be done about book price.
35. I am not a very well person, and I am under the doctors care. I also had a personal problem with one of the professors.
36. The main reason I left CCC was not able to get accepted into the Nursing Program which now I attend Rutgers University Nursing Program.
37. Please send information about evening registration for summer I and II. Thanks.
38. Due to commitments to church and employment and family I could not work and study time needed this winter. Also, at my age did not want to travel in cold and snow. I am planning to attend a class during first summer session. Enjoyed the experience of fall 1990 and can find no fault with the college.
39. You didn't offer microbiology and anatomy and physiology at night, I feel alot of students could benefit from that. Other colleges also have with nursing courses for those who work. Example Gloucester County College. Look into programs like there.
40. The pace of the course was difficult for a student who did not previously have an algebra background. Perhaps a slower paced course would have have been more beneficial to a student with a limited algebra background. As I mention above this was a primary reason for not re-enrolling. Future plans to re-enroll will be seriously considered at your institution. In the learning lab during the Fall, 1990 semester we were told lab would count as a test grade. Instructor, Mrs. changed her mind and didn't tell the students causing my grade to fall to a D, in addition, to fail state test.
41. Intend to reregister as soon as moving and settling into new home is complete.

42. If CCC plans to reorganize course scheduling. More one day per week courses would be helpful. For example, Economics I Friday 9:30 - 11:30 am. Or more evening classes for the working student. Had Mr. Cherwien, statistics, his instruction was so good that I will definitely come back to CCC for other courses.
43. Why doesn't CCC offer a six month entry level computer course? Some part-time adjunct professors treat all students as if they have no other responsibilities except school. This is shown by the amount of home work assigned.
44. Plan on returning in the fall 1991 session.
45. I hope to continue my education in the fall semester. The staff at college is very cooperative. My biggest problem is attaining the cost of tuition and books. Since I must attend college on a part-time basis many of the classes I need to pursue an associates degree are not available.
46. The math program sorely lacking for preparation for calculus, etc. Trig and Algebra courses did not cover what was in syllabus.
47. I hope to attend again with the summer session in the fall.
48. I hope to return in the fall.
49. I intend on enrolling in the fall of 1991. I'm currently building a home and I am limited for time.
50. I plan to enroll for summer session, my goal is to complete my education. I dropped out of college after two years to start my family. Hopefully my responsibilities to my family will have eased by the summer so I can resume my goal. I also have a daughter attending college full-time she has needs that we have promised to meet, so that, she can attain her degree. It's taken 20 years to start over again and I am determined to complete my goals. Thank you for your concern and have a nice day!
51. Entered Med. Lab Tech. program at Atlantic Community College, but took courses here because this is the county I live in and the remaining courses are not available at Cumberland County College.
52. The reason I didn't re-enroll in CCC had nothing to do with being dissatisfied, CCC offered an elective that I needed for my four year college, which I was unable to get at the four year college and I appreciated being able to fulfill that requirement at CCC.
53. I plan to come back either during summer or start fresh in Sept. I'm looking forward to finally getting my associate degree and get on with the rest of my schooling. It takes time when you work two jobs! I appreciate your concern and care!
54. College is ok.
55. School was truly a blessing for me. Yet financial problems occurred to put my education on hold. Everything else was enriching.
56. I hope to be back in school in Sept.
57. Mr. Cherwien is a fantastic instructor and helped ease my transition back into a college atmosphere.

58. I mainly took the course for improvement in current job and also to see if I could juggle the time around from working full time and being a parent to taking courses. I am interested in taking more classes but my schedule makes it very hard to find time a study.
59. I wrote to the director of nursing program, Ms. , to find out if the psychology courses I took in college would be accepted for the requirement: Human Growth & Development. She wrote me a letter back saying, yes. After all began attending school Mrs. denied that she had ever written me the letter and I lost it. The school will not now accept my credits. I don't understand why this is being done. I certainly am not going to do all of the clean-up work required of nurses since the school is making it so difficult for me. The tutor thought my work in the lab was correct. I was told it was not. This is an area in which services are totally lacking.
60. The course I attended was very boring. The instructor was never prepared. Course objectives were changed in the middle of the semester. There were people who never attended class and were allowed to take the tests and give a presentation. I was threatened with an F on my presentation because I wanted to change my topic. I did not think that this was fair in light of two other people were not prepared to give their presentations and nothing was said to them. Of the two one person always either left class early or never showed up at all. As a person who has a four year BS degree I was very disappointed in the course I attended. I take education very seriously. It's a shame your instructors don't also
61. I am a member of the 154th Supply & Service Battalion in the New Jersey National Guard. My unit is one of the few remaining units that is yet to be activate. With the uncertainty of the status that my unit is under I did not want to financial commit to the fall semester and possibly not complete the term. Thus loosing precious time and money. When the desert storm saga is completely laid to rest, I will graciously return to CCC to once again peruse my associate degree.
62. I desperately want to re-enter college. Financially it is very difficult to raise four teenagers, pay a mortgage and attend college on my salary alone. I hope to re-enter in the summer session. I would also like to have my degree by May of 1993. I then plan to move to South Carolina to finish college, then on to law school at the University of South Carolina Law. Any help you may be able to give, or any assistance is greatly appreciated.
63. In general, I like CCC. I was unable to complete my last semester and return for the next due to conflicting job hours. I may return.
64. I presently have approx. 30 credits from your college, acquired over the last 13 or so years. I'm surprised I was treated as a new student. If you look up my transcript I think you will understand I have fulfilled my apprenticeship

requirements and more for my job. I have taken courses over the years at your college to keep informed and abreast of new technology. If you would be so kind as to send me an update copy of my transcript I would appreciate it. My social security number is . I first attended your college in approximately 1978 or 79. Home address Martin R. Ripley, , , NJ .

65. I have completed my studies and have a BA now.
66. Received credits toward degree for my RN diploma - in sciences. Also received credit for CEU's in sciences. Entered (degree B.S.) external program as junior paying for CLEP-Act. Program accredited and credits are transferable to other college. I have been out of Nursing school for 20 years which means that I must start from scratch for any degree I am not in the point to do this. The external degree programs are cheaper and require less of my time.
67. I will be returning during the second summer semester.
68. I have been a student at CCC for about the past 10 years on a part time bases. I will be returning in the fall 1991 as my time and work schedule permits. I have had no problems, infact everyone at CCC has gone out of their way to make my education a success.
69. The summer microbiology is given only at night therefore I can not take the class. I will have to call other colleges to see if anyone is giving micro in day time. I work in evening and so do other people. I don't feel that this is fair to us. There need to be a day class.
70. I am an adult with a bachelors in fine arts from a four year college. I chose to enroll in CCC to take some courses in a field unrelated to my own. I did not need another degree but wanted to pursue an education in an unrelated field, that being Horticulture. I got all that I could from CCC and have moved on to take more continuing ed. horticulture courses at Longwood Gardens in PA. I think that CCC should acknowledge the adults in the community who may choose to take a few courses at the college and not have the need or desire to work toward a degree. I have a profession and a business but for several years now I have received letters from CCC, telling me a contact an advisor to plan my future. Shame on CCC for assuming all students are 18 and uniformed or in need to guidance.
71. Love to return to college. But because of baby sitting I can't afford to pay for one. The company I work for paid for my courses.
72. For financial reasons I am only able to take one course at a time. I would like to take more than one course. Doesn't CCC have any help for those in education programs? If you can help me in anyway I would be glad to continue my education at CCC.
73. I work at Wheaton Industries and had made arrangements to go to college part time during the day. I came to work early to make up the time. There was a change in management part way through my semester and I was told to drop out. My added

responsibilities of answering many phone cost me my education. If I had the time and money I most definitly would have continued.

74. I was most dissatisfied with the non instructing of my course from an instructor. If I did not need this course I would have never taken it. I feel I paid a great deal of money for a course that I had to teach myself. I feel that this was poor judgement and your part of this curriculum. I feel if you pay for a course any course you should be taught or reimbursed in full payment. I could have just purchased the book and taught myself at home instead of spending all that money just to sit in class and teach myself. Class was Math 095.
75. I have taken all the required courses. (prerequisites) for Nursing, therefore, I have no need to enroll in further courses most of these course were taken at Atlantic Community College before transferring to Cumberland County. I have taken the NLN in Jan. 1991 and I am waiting to see if I am admitted to Cumberland County College's Nursing Program in 1991-1992 in the fall program.
76. Thanks for your help.
77. English composition too intense for the "working full-time" student.

Spring 1991
In Class Survey

Comments or suggestions:

1. I love CCC and its people.
2. I love Cumberland
3. I really appreciate the education I have received at CCC over the past years as a dual degree student. I would recommend CCC to anyone looking to advance their educational needs.
4. So far my school experience has been very helpful and enjoyable.
5. So far most courses, professors have been very good.
6. I feel that I am receiving a quality education; I have no other comments at this time.
7. I'm enjoying my time here.
8. This is my last semester-in all honesty the greatest obstacle I faced was available time, that is something the individual has to provide themselves.
9. I feel it's already great and doesn't need much improvement. It seems like everything is already covered.
10. I was very afraid Accounting class would be "Too" easy - found it wonderfully challenging - plan to continue.
11. Telecourses were good for sociology or psychology but I'm not sure math or science or history could be taught on TV. Is there any financial assistance for "Part-Timers"?
12. I have not really encountered a problem with attending classes. However, my situation may have been more adjustable than some people. You've made the library available on Saturdays and that really helped out greatly.
13. An aerobics class would be great!
14. I feel adult students who work and (full time) and have a family should either be excluded from a lab such as algebra lab. When that student doesn't have any problems consuming the material and maintains a "A" average without making lab hours. In this case I don't feel I should be mandatory.
15. Lower the cost!! Assign counselors to non-degree students.
16. Even though it is not an issue for me - day care (even for children up to ages 11 or 12) may be of great value for the student with children.
17. Offer something besides algebra for RN prospects to get into the program.
18. More class scheduling to limit number of times one week you come to school.
19. Possible financial aid for 2 income family - please let a supervisor review the sheets students fill out evaluating class-please listen to what students have to say!!
20. Take notice to teacher evaluations at end of classes.

21. The administration office personnel should be available to night students more often. My break is at 8:00-8:15 and the one night they are there I cannot get in to see anyone before they close.
22. We need more healthy snack foods (ex. juice machine, in addition to soda.)
23. Extended weekend library hours. Extended hours for learning lab.
24. I think advisement should be better on campus. I feel I keep meeting dead ends. (Nursing)
25. Financial aid bookstore vouchers for scholarships, etc to be valid longer than 3 wks. (semester is 16 wks-by wk 9, you could need more supplies.
26. Sometimes, the teachers and counselors don't seem to understand that we have other responsibilities than school. I feel they should approach the subjects taught more directly as though they are dealing with adults.
27. Campus needs more telephones. Payment plans for student.
28. Nu 106 needs another Microbiology for summer semester.
29. More lighting at night.
30. Once again, day care on campus is critical for an adult to enroll back into school and to stay on since an adult (over 25) is more likely to have young children.
31. Don't forget we are an important part of CCC and really seem to be left out!
32. The college is geared towards high school students, should alleviate the pinball machines and games and replace it with a lounge type area for group studying.
33. Reorganize curriculum for example: I have a B,A and don't feel all courses should required, maybe, certain individuals should be able to test out of courses they feel are not beneficial to them at a later age. (Ex. English 101 and 102, human growth and development)
34. I have been in a number of classes where there have been people who could not handle them. If they are tested by sat's or other tests to get in they need to be looked at closer to put the student in a situation he or she can handle.
35. Subway system to parking lot. Announcement and schedule of upcoming seminars for each month available in each classroom.
36. Every courses are easier to get through when they meet for 1 1/2 hrs two times a week rather than 3 hrs one time a week-makes it difficult when you've already put in a full day at work!
37. Great EOF Program. The idea to have someone to talk to everyweek is perfect for us single parents.
38. My daughter has one class on Wednesday nights. I have two. She has no place to wait after 9:00 because the student lounge, cafeteria and learning lab all closed.
39. Possible flexible hours most classes start at 5:00 makes it difficult to get to class on time. Because attending college is and to employment in most cases, perhaps the staff should

develop ways of working around having structured schedules and be more sensitive to the needs of working individuals.

40. Co-Op classes offered in evenings.
41. It's hard for a student who works day hours to make appointments with counselors because they leave at 5:00 or 6:00.
42. One reason for dropping out is the overload of homework. Realizing that homework is necessary, most of us have full-time jobs, families, plus other classes with homework.
43. Better parking arrangement for night students.
44. In general bear in mind that students over 25 usually work and cannot always use services available during the day (9-5).
45. Law/Justice courses during day, not just evenings.
46. It is very hard to talk to your advisor. Contact by phone is very difficult. Parking closer to the academic building.
47. I do not spend enough time here to use any of the facilities. Classes should not be interrupted for 20 minutes to discuss this nonsense!
48. I don't like the idea of formal enrollment or matriculation when taking 12 + hrs. because I don't need matriculation for a degree.
49. Improve lighting in parking areas.
50. Put large companies on mailing list for program and seminars being offered. Fee consideration for people out of county but work within Cumberland County.
51. I've never seen a security guard in the parking lot. I leave at night and am worried about walking alone in the parking lot. I liked the Discovery System for career exploration.
52. Cleaner restrooms. A legal class just on researching (there is not enough time spent doing this.)
53. Some courses that are offer at day time should be given at night.
54. Improve the instructors in the evening classes. I have had the regular instructors and the part time (other full-time job not at college) instructors and the full time instructors are better teachers (math courses). Stop showing so many videos in classes - make the instructors teach that what I paid for.
55. Advisors should be available in the evening hours.
56. Don't treat adult students like teenagers.
57. It would be nice if there were some classes available during evening hours for school age children (ie. computer, language, art classes).
58. The campus needs more lighting at night.
59. Refresher type courses - (ie.) shorthand even if not credit earning classes. Need more parking-more lights.
60. More lights in parking lot.
61. If the college could offer more financial aid to students. I feel this would keep a lot of students in college and maybe they could take more than a few courses per semester.
62. This college needs to modernize itself and realize that a major position of its students are evening students and increase variety of evening classes as well as change office hours to accommodate those who may only be avail. during evenings.

63. Better adjunct teachers for evening classes. Especially one, recruitment, hiring and selecting held now on Thurs. evenings. Mr. spends too much time talking about other topics, such as war, etc.
64. Make getting to an advisor easier. Maybe have one available in the afternoons after 3 and at night.
65. It would be extremely helpful to have some type of child care facilities available. My biggest problem of scheduling classes is who will take care of my children when I am attending classes. I have missed classes due to having no babysitter.
66. Try to have a better understanding of how much harder it is for someone who has been out of school for a long time. We are still expected to function at a younger level-but have far greater responsibilities.
67. This is the first class I have taken at Cumberland. I do not know the school well enough to really comment but I have noticed as there is very poor lighting from the surrounding parking areas to the classroom.
68. Have room numbers over the door ways instead of on doors. Doors are usually open and you can't see them. Make them bigger to see.
69. I find that I am not aware of many of the services that are available to me. How do I find out about these services?
70. In changing careers - some counseling on what careers are in demand and what is needed to qualify for career changes as quickly as possible.
71. Could we have a sock hop the Spring formal sounds too much like a senior prom. Could the cafeteria stay open a little longer.
72. Not enough easy accessible information pertaining to services available that would alleminates adult students.
73. I found now that the semester is over that there are three other girls I could have rode with. Would like to have had a way of knowing this before.
74. The thing I have found most frustrating is the course selection into he evening. For example, there maybe one general education literature course offered per semester in the evening. Although I haven't had time to participate, I thing the student chapter of IMS is a great idea.
75. I suggest a relationship with employers in doing advancements in job skills. Co-Op program with employers with flexible class hours.
76. The attendance policy-A lot of us hold full-time jobs in addition to full-time college courses and families to raise. If grades are kept up to a certain standard, then this policy shouldn't apply.
77. Perhaps offer a course or rather an orientation in order to assist us in adapting to the college atmosphere.
78. Make adult students aware of the programs offered to them. We pay the same as day students (per credit) and we need the same services.

79. Lighting and security at wall ways and parking lots. Tele-courses are good for us but you must do something to make it better, name of teacher in advance and more info at registration.
80. Since time is very important to an adult student - professors should take this into consideration - in attendance, the way material is covered, length of classes. Offices open at night.
81. I would really be interested into the intro. to DOS and Data Base classes if they were offered at night (programming courses) I can't graduate till Spring of "92 now because Economics II is only offered then. Why?

ERIC Clearinghouse for Junior Colleges SEP 20 1991